

## Toward a More Inclusive NAEP: Students with Disabilities and English Language Learners

It is important to assess all students selected in the randomized sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as eligibility for Section 504 services, make decisions regarding inclusion of students with disabilities in the assessment. They also make decisions regarding inclusion of English language learners, based on NAEP's guidelines, by evaluating the student's capability of participating in the assessment given the available accommodations, and taking into consideration the number of years the student has been receiving instruction in English. The results displayed in this report and in other publications of the NAEP 2005 reading results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website (<http://nces.ed.gov/nationsreportcard/>).

Prior to 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Tables 1–A and 1–B display the percentages of students with disabilities and English language learners in Idaho identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 2–A and 2–B show the percentage of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 3–A and 3–B present the percentage of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 4 presents the total number of students assessed, the percentage of students sampled who were excluded, and average scale scores for all participating states and other jurisdictions.

**Table  
1-A****The Nation's Report Card 2005 State Assessment****Percentage of students in reading assessments identified as SD and ELL , excluded, and assessed, grade 4 public schools: various years, 2002–2005**

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
1992 <sup>1</sup>	Identified	9	11	8	8	2	3
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	5	4	4	3	1	1
1994 <sup>1</sup>	Identified	12	14	10	11	3	4
	Excluded	5	6	4	5	1	2
	Assessed under standard conditions	7	8	6	6	2	2
2002	Identified	17	21	13	13	7	9
	Excluded	4	7	4	5	1	2
	Assessed under standard conditions	11	10	7	4	5	6
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	18	22	12	14	7	10
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	12	10	7	4	5	7
	Assessed with accommodations	3	5	3	5	#	1
2005	Identified	17	23	10	14	8	11
	Excluded	3	7	3	5	1	2
	Assessed under standard conditions	11	10	5	4	7	7
	Assessed with accommodations	3	7	2	5	1	2

<sup>1</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Table  
1-B****The Nation's Report Card 2005 State Assessment****Percentage of students in reading assessments identified as SD and ELL , excluded, and assessed, grade 8 public schools: various years, 2002–2005**

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
2002	Identified	14	18	11	13	4	6
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	8	8	6	5	3	4
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	17	19	12	14	6	6
	Excluded	4	5	3	4	1	2
	Assessed under standard conditions	12	8	8	5	4	4
	Assessed with accommodations	1	5	1	5	#	1
2005	Identified	15	19	11	13	5	6
	Excluded	3	5	2	4	1	1
	Assessed under standard conditions	9	7	5	3	4	4
	Assessed with accommodations	4	6	3	6	#	1

<sup>†</sup> Accommodations were not permitted for this assessment.

# Estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding. Some students were identified as both SD and ELL. Such students would be included in both the SD and ELL portions of the table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 Reading Assessments.

**Table  
2-A****The Nation's Report Card 2005 State Assessment****Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 4 public schools: various years, 2002–2005**

Student disability status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>							
2002	Nation (public)	8*	187*	71*	29*	9*	1
	Idaho	9	178	79	21	4	1
2003	Nation (public)	10	184*	71*	29*	9*	1
	Idaho	10*	175*	81	19	4	#
2005	Nation (public)	10	190	67	33	11	2
	Idaho	7	184	73	27	6	1
<b>No</b>							
2002	Nation (public)	92*	220	35	65	31	7
	Idaho	91	224	28	72	35	7
2003	Nation (public)	90	220	35	65	32	8
	Idaho	90*	223	30	70	33	7
2005	Nation (public)	90	220	34	66	32	7
	Idaho	93	225	28	72	35	7

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 reading Assessments.

**Table  
2-B****The Nation's Report Card 2005 State Assessment****Average reading scale scores and percentage of students at or above each achievement level, by students' disability status, grade 8 public schools: various years, 2002–2005**

Student disability status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>							
2002							
	Nation (public)	9	227	65	35	6	#
	Idaho	8	226	70	30	5	#
2003							
	Nation (public)	10*	224*	68	32	5	#
	Idaho	10	223	73	27	2	#
2005							
	Nation (public)	9	226	67	33	6	#
	Idaho	9	229	66	34	4	#
<b>No</b>							
2002							
	Nation (public)	91	266*	22*	78*	33*	3
	Idaho	92	270	16	84	36	2
2003							
	Nation (public)	90*	266*	23*	77*	33*	3
	Idaho	90	269	18	82	36	3
2005							
	Nation (public)	91	264	25	75	31	3
	Idaho	91	268	20	80	35	3

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 reading Assessments.

**Table  
3-A****The Nation's Report Card 2005 State Assessment****Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 4 public schools: various years, 2002–2005**

ELL status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>							
2002	Nation (public)	7*	183	76	24	5	#
	Idaho	6	182	79	21	3	#
2003	Nation (public)	8	186	72	28	7	1
	Idaho	6	190	71	29	8	#
2005	Nation (public)	9	187	73	27	7	1
	Idaho	8	191	69	31	6	1
<b>No</b>							
2002	Nation (public)	93*	219	35	65	32	7
	Idaho	94	223	30	70	34	7
2003	Nation (public)	92	219*	35*	65*	32	8
	Idaho	94	220*	33*	67*	32	7
2005	Nation (public)	91	220	34	66	32	7
	Idaho	92	224	28	72	35	7

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; and Advanced, 268 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 reading Assessments.

**Table  
3-B****The Nation's Report Card 2005 State Assessment****Average reading scale scores and percentage of students at or above each achievement level, by students' classification as English language learners (ELL), grade 8 public schools: various years, 2002–2005**

ELL status		Percent of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
<b>Yes</b>							
2002	Nation (public)	5	224	71	29	4	#
	Idaho	3*	239	56	44	11	#
2003	Nation (public)	5	222	71	29	5	#
	Idaho	5	236	55	45	7	#
2005	Nation (public)	5	224	71	29	4	#
	Idaho	4	241	48	52	12	#
<b>No</b>							
2002	Nation (public)	95	265*	24*	76*	32*	3
	Idaho	97*	267	20	80	34	2
2003	Nation (public)	95	263*	25*	75*	31*	3
	Idaho	95	266	22	78	33	3
2005	Nation (public)	95	262	27	73	30	3
	Idaho	96	265	23	77	33	2

# Estimate rounds to zero.

\* Value is significantly different from the value for the same jurisdiction in 2005.

NOTE: The NAEP reading scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses. Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; and Advanced, 323 and above. All differences were tested for statistical significance at the 0.05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2005 reading Assessments.

**Table  
4****The Nation's Report Card 2005 State Assessment****Total number of students assessed, percentage of students sampled who were excluded, and average reading scale scores, grades 4 and 8 public schools: By state, 2005**

State	Grade 4			Grade 8		
	Number assessed	Percentage excluded	Average scale score	Number assessed	Percentage excluded	Average scale score
Alabama	2,600	2	208	2,300	2	252
Alaska	2,700	3	211	2,600	2	259
Arizona	2,800	6	207	2,800	4	255
Arkansas	2,600	8	217	2,600	6	258
California	10,600	5	207	9,800	3	250
Colorado	2,700	4	224	2,400	4	265
Connecticut	2,800	3	226	2,700	3	264
Delaware	2,300	13	226	2,500	11	266
Florida	4,200	6	219	3,800	5	256
Georgia	4,100	6	214	3,700	5	257
Hawaii	2,700	3	210	2,600	4	249
Idaho	2,900	3	222	2,900	3	264
Illinois	3,900	7	216	3,900	5	264
Indiana	2,600	5	218	2,700	4	261
Iowa	3,000	6	221	2,700	4	267
Kansas	3,100	4	220	2,700	4	267
Kentucky	2,600	9	220	2,700	7	264
Louisiana	2,400	14	209	2,200	8	253
Maine	2,500	6	225	2,400	7	270
Maryland	2,700	6	220	2,500	4	261
Massachusetts	3,700	8	231	3,500	7	274
Michigan	2,400	7	218	2,400	6	261
Minnesota	2,600	3	225	2,500	3	268
Mississippi	2,700	4	204	2,700	4	251
Missouri	2,600	8	221	2,600	8	265
Montana	2,600	5	225	2,600	5	269
Nebraska	2,900	5	221	2,800	4	267
Nevada	2,800	7	207	2,700	4	253
New Hampshire	2,600	4	227	2,400	2	270
New Jersey	2,700	5	223	2,600	5	269
New Mexico	2,600	10	207	2,600	8	251
New York	4,800	6	223	4,200	6	265
North Carolina	4,000	4	217	3,900	4	258
North Dakota	2,100	5	225	2,300	7	270
Ohio	3,300	8	223	3,200	7	267
Oklahoma	2,700	6	214	2,500	5	260
Oregon	2,600	7	217	2,500	4	263
Pennsylvania	3,300	5	223	2,800	3	267
Rhode Island	2,700	4	216	2,800	4	261
South Carolina	2,700	7	213	2,600	7	257
South Dakota	2,700	5	222	2,700	3	269
Tennessee	2,700	7	214	2,400	7	259
Texas	7,700	11	219	7,800	7	258
Utah	2,800	4	221	2,700	5	262
Vermont	2,000	5	227	2,200	4	269
Virginia	2,500	12	226	2,600	7	268
Washington	2,800	4	223	2,600	4	265
West Virginia	2,600	5	215	2,500	6	255
Wisconsin	2,600	6	221	2,500	6	266
Wyoming	1,800	2	223	2,000	3	268

NOTE: The NAEP reading scale ranges from 0 to 500. Sample sizes are rounded to the nearest hundred, or indicated as <50 when the value is between 1 and 49.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.